



## Assessment Literacy and Formative Assessment Resource Development Training

Presented by Marzano Research  
for  
Wyoming Department of Education  
Fall 2017




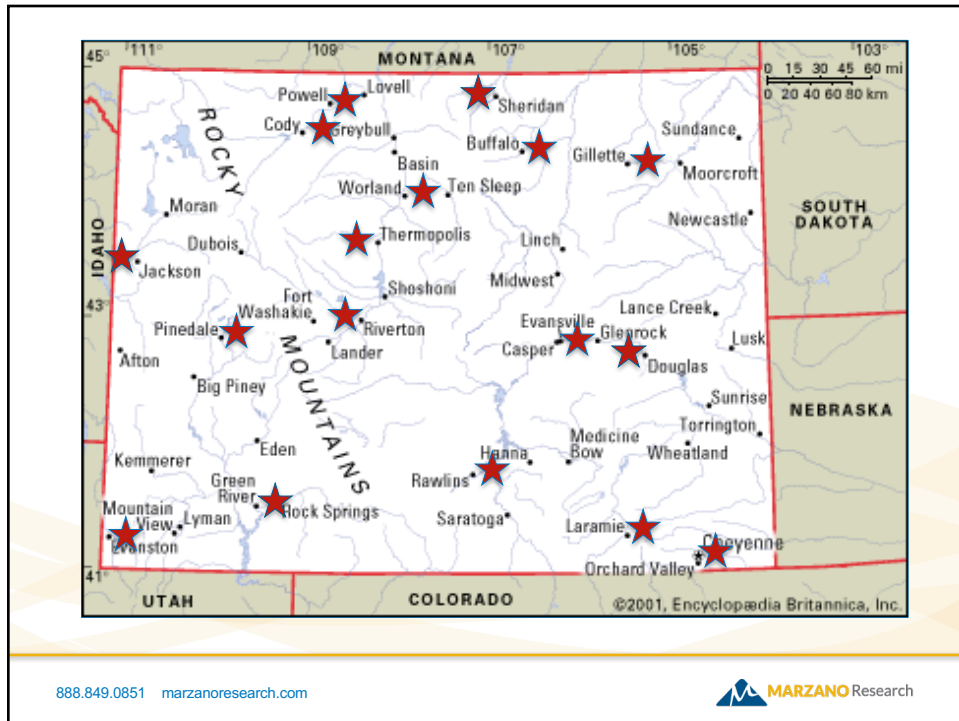
Ms. Jan K. Hoegh, Author and Associate  
[jan.hoegh@marzanoresearch.com](mailto:jan.hoegh@marzanoresearch.com)

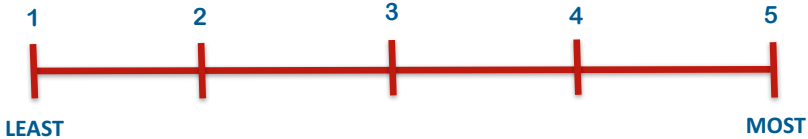
**It is always an *honor* to spend time with  
Wyoming educators...**



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On a scale of 1-5, which number *best* represents the first few weeks of your school year? Why did you select that number?

Please share a highlight of your school year thus far.

What are you most excited about regarding these two days of learning?

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**A bit about you...**

**Raise your hand if this applies to you...**

- ✓ I have to have caffeine to get my day underway.
- ✓ I have a pet that I like more than some of my relatives.
- ✓ I was the “naughty” kid at school.
- ✓ I play a musical instrument for enjoyment.
- ✓ I did some travel this past summer.
- ✓ I completed at least one home improvement project during summer break.
- ✓ I completed some educational coursework this summer.
- ✓ I am in a new role as an educator in 2017-18.

**Raise your hand if you are a...**

- Classroom teacher/student teacher
- Instructional coach
- Principal/asst. principal
- Curriculum director/coordinator
- Central office
- Other



Raise your hand if you have been a member of  
our profession for...

○ 1-10 years

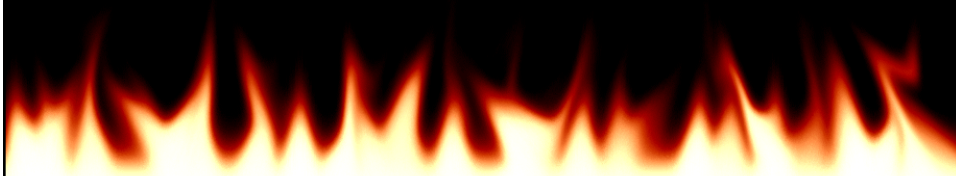
○ 11-20

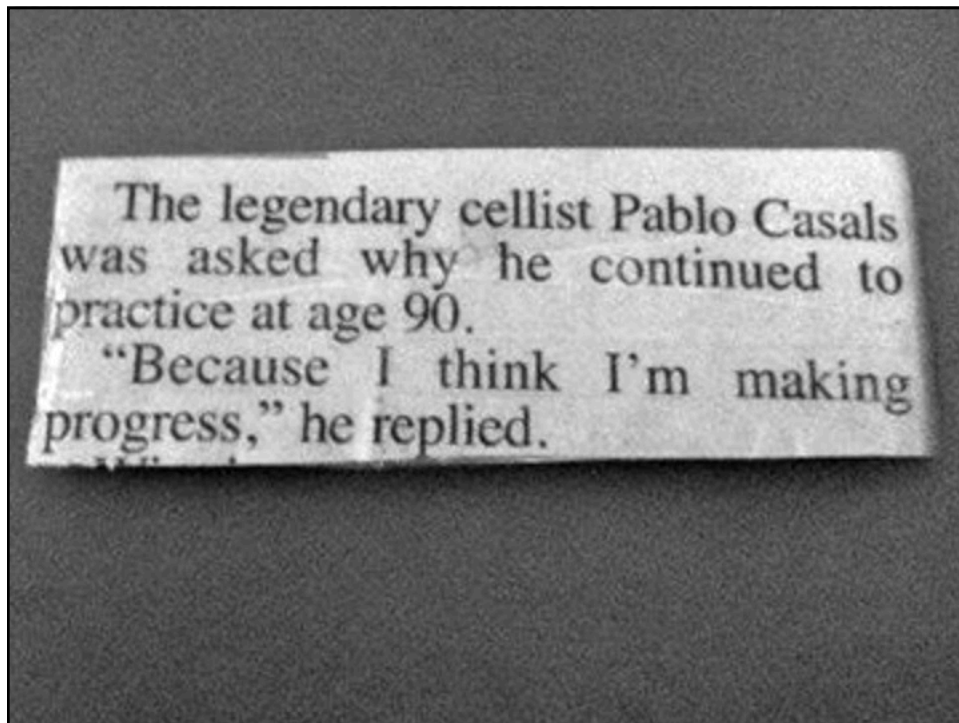
○ 21-29

And...



**30+ Years...**  
**and still going strong,**  
**BABY!**





## Our purpose...

To *enhance* your individual and collective knowledge about classroom assessment practices that lead to higher levels of student achievement.



## Day #1 Learning Outcomes...

- Gain an awareness of the research regarding classroom assessment.
- Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.
- Learn essential practices for classroom assessment:
  - ✓ Identify priority standards for informing classroom assessment development.
  - ✓ Provide clear understanding of standards, learning goals, and learning targets through proficiency scale development.
  - ✓ Provide instruction that focuses on the priority standard.
  - ✓ Provide frequent and meaningful feedback.
  - ✓ Provide opportunities for students to set goals, reflect on learning, and track their own progress.

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**HANDOUT PAGE 2**

## Your resources...

**HANDOUT PAGE \_\_\_\_**

### ○ Your handout

#### Assessment Literacy and Formative Assessment Resource Development Training

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for  
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Ms. Jan K. Hoegh, Author and Associate  
jan.hoegh@marzanoresearch.com



### ○ Your colleagues



*yours*  
**TRULY**

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## A few norms of operation...

- This is **YOUR** valuable time...
  - Ponder, **ask questions**, apply.
- Misery is optional. 😊
- Please engage in **respectful** operating procedures
  - (respectful use of **technology**, minimal side-bar conversations, etc.).
- Be flexible.
- Attend, participate, and **HAVE FUN!**



Everyone knows learning must be serious and difficult and you must remain seated at all times. No fun allowed.

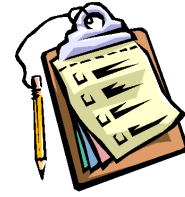


## Attention and Refocus Signal

- ✧ I will raise a hand and indicate remaining time.
- ✧ Please respond by raising your hand.
- ✧ I will count back the last few remaining seconds.
- ✧ I will proceed when everyone is quiet.
- ✧ Thanks!



- Session one – 8:00
- Morning break – 9:45
- Session two – 10:00
- Working Lunch – 11:45
- Session three – 12:30
- Afternoon break – 2:15
- Session four – 2:30
- Closure – by 4:00



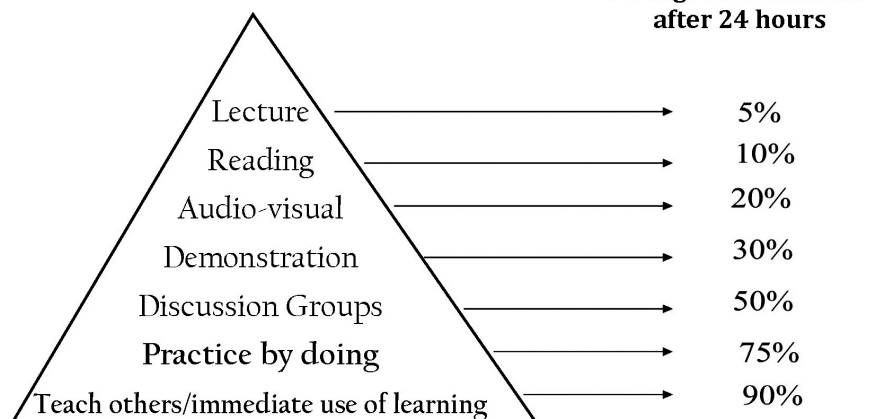
\*Please add the letters –ish to the end of each time! 😊

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## Our training format...

### Boosting Retention



(Adapted from figure 3.8 in Sousa, *How the Brain Works*, 2005)

**1**

## On Your Own...

✧ You, yourself, and YOU!



# 1

## On Your Own...

✧ You, yourself, and YOU!

*Please take a bit to complete the anticipation guide found in your handout on **page 3**.*



## HANDOUT PAGE 3

Please complete the anticipation guide...

Before		Statements	After	
A	D	1. Assessment is one means of offering feedback to learners.	A	D
A	D	2. While there are multiple types of classroom assessment, obtrusive assessment should be used more frequently than other types.	A	D
A	D	3. The terms <i>standard</i> , <i>learning goal</i> , and <i>learning target</i> mean the same thing.	A	D
A	D	4. A teacher need only be concerned about teaching content considered priority.	A	D
A	D	5. A proficiency scale articulates a learning progression.	A	D
A	D	6. All proficiency scales should be written in student-friendly language.	A	D
A	D	7. A proficiency scale is to be used by the classroom teacher only.	A	D
A	D	8. All items on an assessment should be written to align with Score 3.0 on the proficiency scale.	A	D
A	D	9. Effective feedback is corrective in nature.	A	D
A	D	10. A common assessment typically results in data discussions.	A	D

## 2

### Elbow Partner...

✧ Someone sitting right next to you

There are 2 kinds of people in this world:

- 1) morning people
- 2) people who want to shoot morning people

## 2

### Elbow Partner...

✧ Someone sitting right next to you



Please share your “best hope” for these two days of training.

Also, please compare results on the anticipation guide you just completed.

## 3

### Close Partners...



***When I say go:***

Please form groups of 2 or 3 with others sitting near you, but *not at your table*.

Take 60 seconds to introduce yourselves and then discuss the following question:

**What works well for you when assessing learners?**

**What are your assessment challenges?**

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## **4 Table Partner Groups...**



Discussion facilitator is the person who has the most years as an educator...



That person may select the discussion facilitator! 😊

## Table Partner Roles

**Facilitators:** Keeps group on task – ensures all get to speak.

**Timers:** Attends to the amount of time given, left, and when to return. Gets teammates back from breaks & lunch on time.

**Speakers:** Speaks for the group to the larger group.

**Moral Support:** Helps the rest of the team.

***Let's get going:***

Please consider each statement on the screen and determine your level of agreement.

**Share some of your own experience and expertise in relation to each statement.**

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**Research by Jorissen, 2006**

**“Most teachers say they develop their assessment knowledge and practices on the job.”**

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**Research by Rick Stiggins, 2008**

“We have trusted those we believe to be more knowledgeable in test item development to develop our assessments.”

(textbook and test-making companies)

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**Popham and Stiggins, 2008**

“We have misunderstood the significance and hence slighted the purpose of daily classroom assessment.”

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**HANDOUT PAGE 2**



# ASSESSMENT



# TEST

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## Classroom assessment is...

***Anything*** a teacher does to gather information about a student's knowledge or skill regarding a specific topic.

Marzano, R. (2010) *Formative Assessment and Standards-Based Grading*,  
Bloomington, IN, Marzano Research Laboratory

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## High-quality classroom assessment includes:

- On-going informal assessment of individual students and the group as a whole (determined by the individual teacher)
- Formal assessment of individual students and the group as a whole (determined by the individual teacher)
- Common assessments given across a grade level or course (determined by a group of teachers)
- Large scale assessment (MAP, WYTOPP, ACT, etc.)

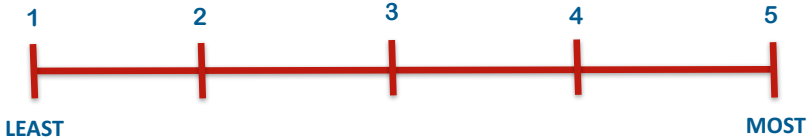
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## Why should we become experts?

**In order to make reliable decisions about student achievement, assessment practices must be high-quality.**






1 2 3 4 5

LEAST MOST

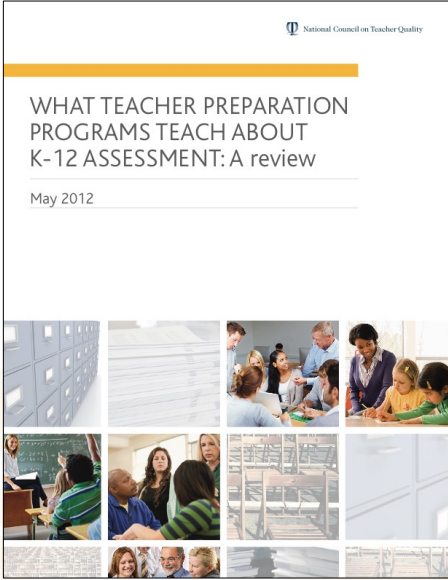
**What degree of importance would you assign to being an expert on classroom assessment?**


**Why?**

**What number best represents your degree of assessment literacy when you became a teacher?**

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- **May 2012 publication by the National Council of Teacher Quality**
- **Study about the quality of teacher prep programs and assessment literacy**



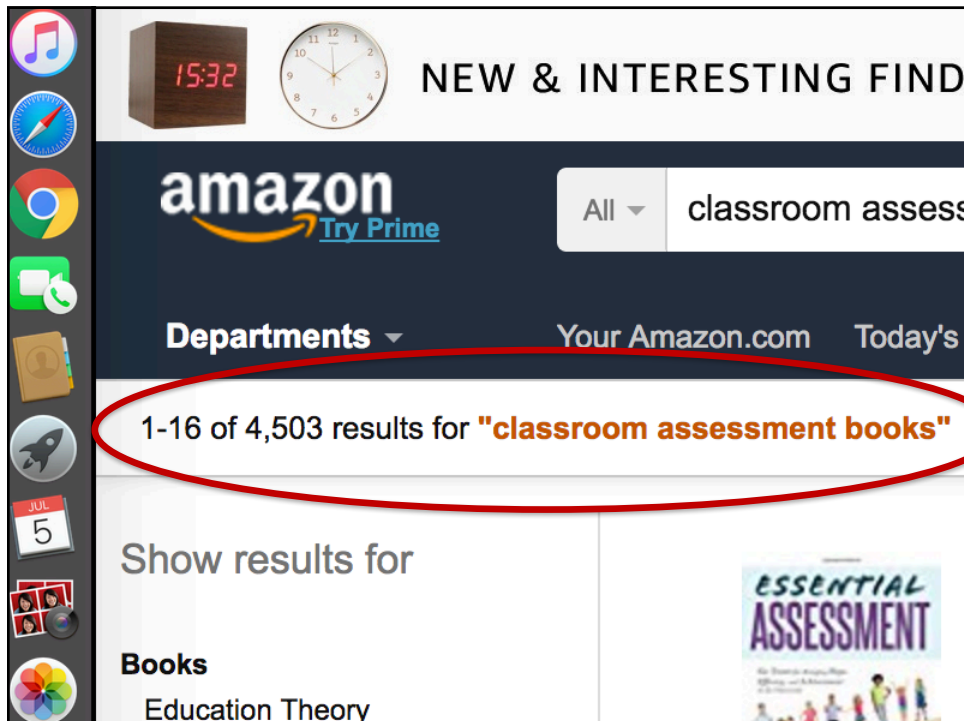
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## WHAT TEACHER PREPARATION PROGRAMS TEACH ABOUT K-12 ASSESSMENT

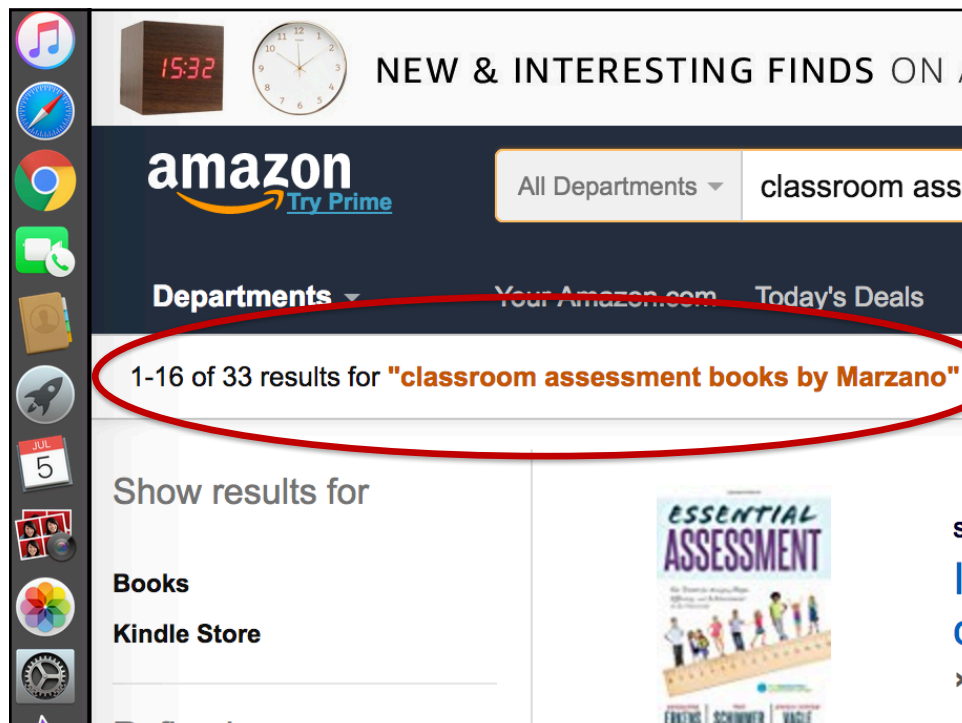
How adequately does coursework address "Assessment Literacy?"	
Adequate	20%
Partially Adequate	21%
Limited	43%
Very Limited	13%
Virtually None	3%

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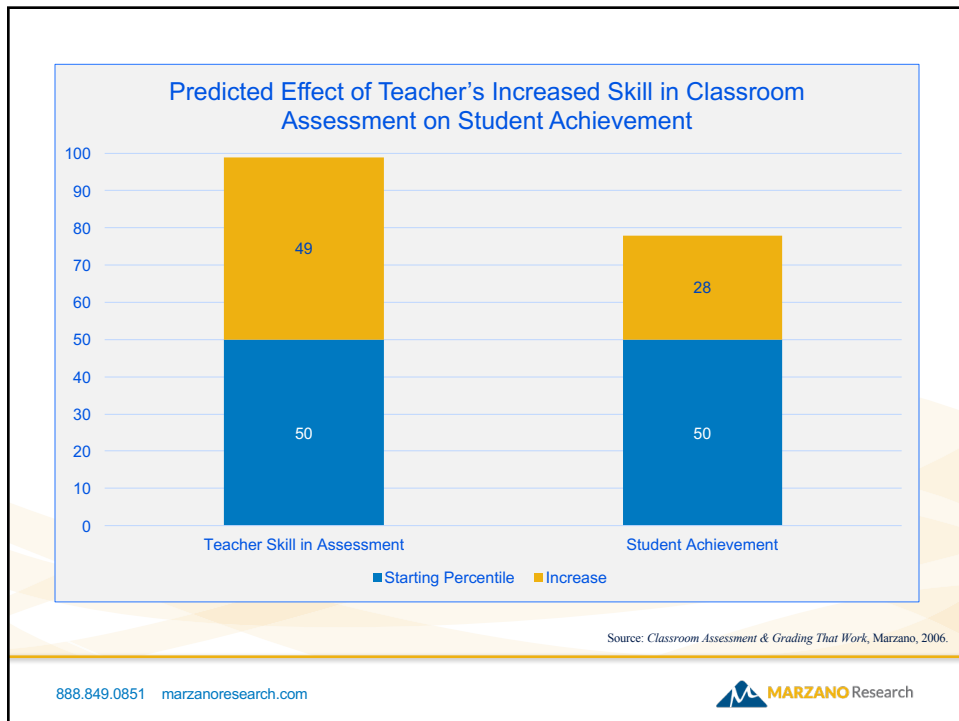
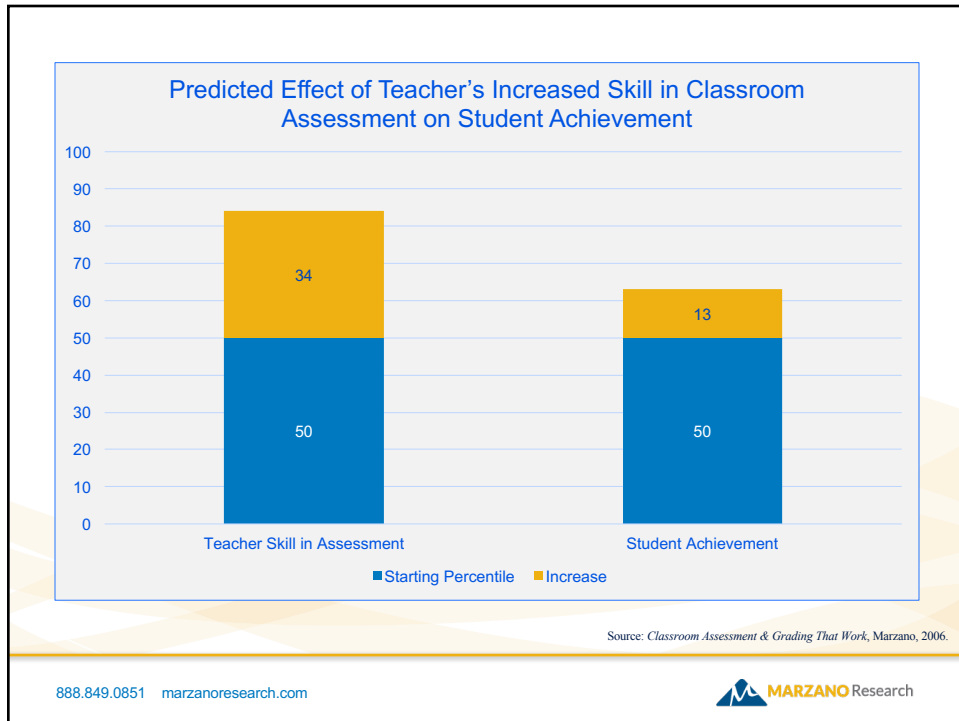


The screenshot shows a desktop environment with a dock on the left containing icons for Music, Safari, Chrome, Messages, Mail, Calendar, Photos, and a folder. The top of the browser window displays a digital clock at 15:32 and an analog clock. The Amazon website is open, showing the search bar with the text 'classroom assess' and a dropdown menu set to 'All'. Below the search bar, the text '1-16 of 4,503 results for "classroom assessment books"' is circled in red. The page also shows 'Departments', 'Your Amazon.com', and 'Today's' links. Under the 'Books' section, 'Education Theory' is listed, and a book cover for 'ESSENTIAL ASSESSMENT' is visible.



## Why should we become experts?

In order to make **reliable** decisions about student achievement, assessment practices must be high-quality.



## Why should we become experts?

*Assessment results are one type of feedback!*

Hattie and Timperley (2007) synthesized the most current and comprehensive research on feedback and summarized findings. They calculated an overall average effect size of **0.79**, translating to a **29 percentile point gain**.

Another way of saying this is that a student at the 50<sup>th</sup> percentile in a classroom where feedback *was not* provided would be predicted to rise to the 79<sup>th</sup> percentile if he or she *was* provided with feedback.

## Why should we become experts?

In a research review based on 250 empirical studies of classroom assessment that had been drawn from more than 800 published investigations, Paul Black and Dylan Wiliam concluded:

**“The research reported here shows conclusively that formative assessment does improve learning.”**

# Challenges



**Something worth repeating  
for my group from before  
break is**

\_\_\_\_\_.

## Day #1 Learning Outcomes...

- Gain an awareness of the research regarding classroom assessment.
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**HANDOUT PAGE 2**

## HANDOUT PAGE 4

### Classroom Assessments Types

Type	Description	Notes
<b>Obtrusive</b>	Obtrusive assessments interrupt the normal flow of activity in the classroom. Instruction does not occur during obtrusive assessments. Instead, instruction stops while students "take the assessment" (hence the term <i>obtrusive</i> ).	
<b>Unobtrusive</b>	Unobtrusive assessments do not interrupt the flow of activity in the classroom. In fact, students might not even be aware that they are being assessed during an unobtrusive assessment. These types of assessments are often used with Procedural knowledge but can also be used to assess Declarative knowledge.	
<b>Student-Generated</b>	Student-generated assessments are probably the most underutilized form of classroom assessment. As the name implies, a defining feature of student-generated assessments is that the students generate ideas about the manner in which they will demonstrate their current status on a given topic. Teachers might consider choice boards to offer ideas to get students involved in this type of assessment.	
<b>Uses of Assessment Data:</b>		
<b>Instructional Feedback</b>		
<b>Formative Scores</b>		
<b>Summative Scores</b>		


4



# OBTRUSIVE UNOBTRUSIVE STUDENT- GENERATED

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**HANDOUT PAGE 4**

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## Three *Types* of Assessment

### Obtrusive

- Formalized, interrupt the normal flow of activity in the classroom
  - pencil/paper tests, projects, quiz



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**The student will compare two fractions with different numerators and different denominators using  $<$ ,  $>$ , and  $=$ , and justify the comparison.**

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## OBTRUSIVE ASSESSMENT

### 3) ASSESSMENT

Name \_\_\_\_\_ Teacher \_\_\_\_\_

Compare two fractions with different numerators and different denominators using  $<$ ,  $>$ , and  $=$ , and justify the comparison

**Score 2.0** – Solve numbers 1-4. Write  $<$ ,  $>$ , or  $=$  for each pair of fractions.

1.  $\frac{3}{4}$   $\frac{2}{4}$

3.  $\frac{1}{8}$   $\frac{4}{8}$

2.  $\frac{6}{8}$   $\frac{7}{8}$

4.  $\frac{2}{6}$   $\frac{2}{6}$

\_\_\_\_/4

**Score 3.0** – Solve numbers 5-8. Write  $<$ ,  $>$ , or  $=$  for each pair of fractions. Justify your answer with work, pictures, or words.

5.  $\frac{3}{4}$   $\frac{4}{5}$

7.  $\frac{5}{6}$   $\frac{7}{8}$

6.  $\frac{1}{3}$   $\frac{2}{7}$

8.  $\frac{2}{3}$   $\frac{4}{6}$

\_\_\_\_/8

4.NF.2  
1

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18

## Three *Types* of Assessment

### Unobtrusive

- Informal, do not interrupt the normal flow
  - observations, listening for key ideas, watching for key actions or processes



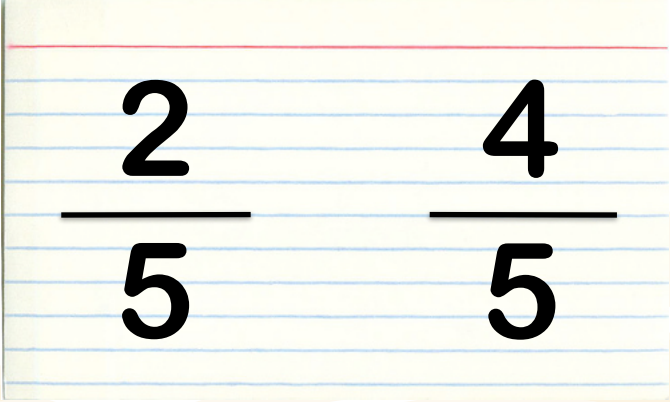
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**The student will compare two fractions with different numerators and different denominators using  $<$ ,  $>$ , and  $=$ , and justify the comparison.**

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## Three *Types* of Assessment

### Student-Generated

- Students generate their own ideas to show their current level of knowledge or skill

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Can I show you  
how I can compare  
fractions with like  
and unlike  
denominators? I  
finally get it!



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# HANDOUT PAGE 4

## Classroom Assessments Types

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<b>Uses of Assessment Data:</b>		
<b>Instructional Feedback</b>		
<b>Formative Scores</b>		
<b>Summative Scores</b>		

## Determining a Score for the Standard

Priority Standard(s)	Formative Score #1	Formative Score #2	Formative Score #3	Formative Score #4	Summative Score
<b>Comparing Fractions (4.NF.2)</b>	<b>76%</b>	<b>80%</b>	<b>88%</b>	<b>90%</b>	<b>90%</b>

## Determining a Score for the Standard

Priority Standard(s)	Formative Score #1	Formative Score #2	Formative Score #3	Formative Score #4	Summative Score
Comparing Fractions (4.NF.2)	76%	80%	88%	90%	89%

As we make decisions  
about student learning, we  
can *never* rely on a single  
assessment.

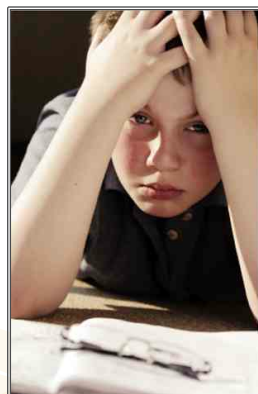
## All assessments have measurement error.

Observed score = true score + error

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## One cause of measurement error...



- Student not feeling well on the day of the assessment.

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### What are some sources of measurement error?

- Student not feeling well on the day of the assessment.
- Poor test questions
- Visual and verbal distractions
  - Fire drill, bee in the room, window open, SNOW!!!
- Too many assessments on the same day!!
- Biological accidents
- Biased test questions
- Inadequate opportunity to learn

### Which of these can we control?

- Student not feeling well on the day of the assessment.
- **Poor test questions**
- Visual and verbal distractions
  - Fire drill, bee in the room, window open, SNOW!!!
- **Too many assessments on the same day!!**
- Biological accidents
- **Biased test questions**
- **Inadequate opportunity to learn**

# HANDOUT PAGE 5

REPRODUCIBLE

35

## Exercise 2.1

## Obtrusive, Unobtrusive, and Student-Generated Assessments

After reading each of the following classroom assessment scenarios, determine whether it is best classified as an example of obtrusive, unobtrusive, or student-generated assessment.

1. Mona is very close to receiving an A on the content that has been covered in her art class this quarter. She approaches the teacher and proposes that she provide a sketch to show she has mastered the techniques presented during the quarter.
2. After teaching the concept of a thesis statement, discussing examples of successful thesis statements, and providing the students with opportunities for practice, Mr. Grace gives his students a topic and asks them to write a corresponding thesis statement. He scores the effectiveness of the thesis statements using a rubric and records the scores for each student.
3. After teaching a unit on editing and revising, Ms. Minturn asks her students to pull out a hard copy of an essay they composed earlier in the year. She breaks the class into pairs and asks them to read and suggest edits and revisions on their partners' essays. She collects the revisions and grades each student according to a rubric on the effectiveness of his or her editing.
4. Mr. Davis is teaching a unit on shading. He takes his class to an outside garden, and while the students are creating compositions focusing on the shadows and colors they see, he walks around and observes their progress. Without interrupting, he records an assessment score for each student in his gradebook.
5. Ms. Lewis has been working with her students on a cooperative learning goal. While she is monitoring recess, she notices four of them working together to complete a double-dutch jump rope game. Because all four students have to cooperate to reach their goal, Ms. Lewis decides these students have fulfilled the requirement for score 3.0 on the rubric she has designed for cooperative skills.

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5

## Day #1 Learning Outcomes...

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***HOW* do we know what is  
important enough to  
assess?**

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**Where are  
you with  
this  
process?**



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# Let's look at a few



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## Facts About Standards

- ✓ Researchers at McRel identified some 200 standards and 3,093 benchmarks in national- and state-level documents for different subject areas.
- ✓ Classroom teachers then estimated that the amount of time it would take to adequately address the content articulated in these documents was 15,465 hours.

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## Adding to this...

- ✓ Approximately 5.6 hours per day are spent on classroom instruction for about 180 days to total 1008 hours of instructional time per year.
- ✓ The study found that in secondary schools, approximately one-third of the instructional time available is lost to both valid and invalid reasons.

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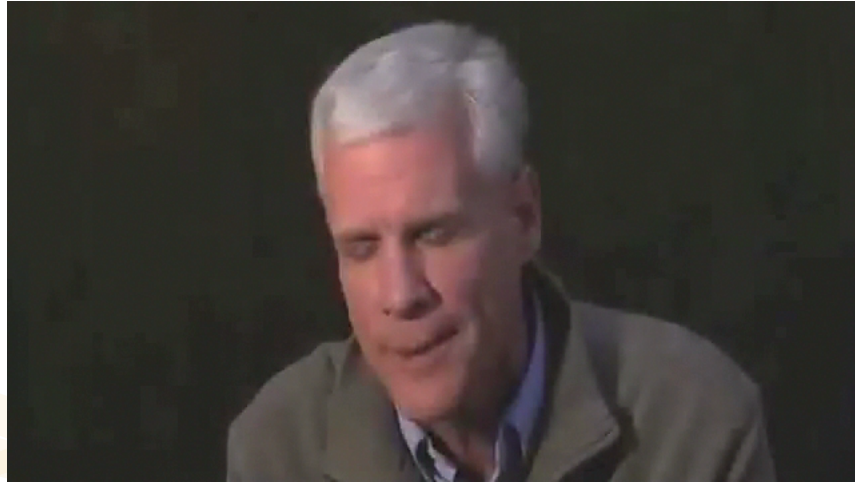


## KEY TAKEAWAY

**We have inadequate instructional time available to adequately teach the content of all the standards.**

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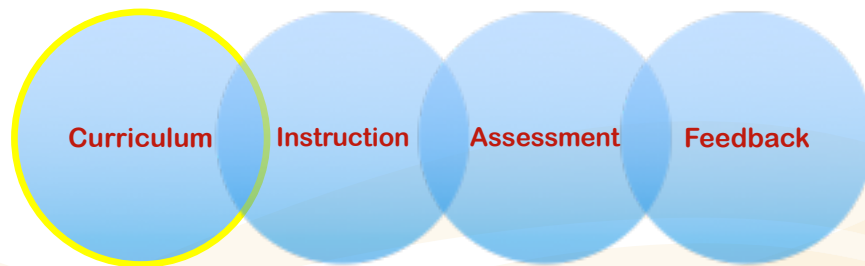


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**How many of you feel like this about the content you are responsible for teaching in comparison to the instructional time available?**

# Critical Components of effective pedagogy

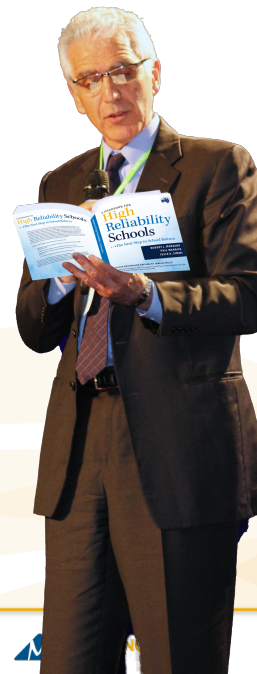


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***EVERYTHING***  
starts with  
curriculum...

**GUARANTEED AND  
VIABLE.**



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***Essentially, a guaranteed  
and viable curriculum is  
one that can be taught in  
the time available and is  
being taught in every  
classroom.***

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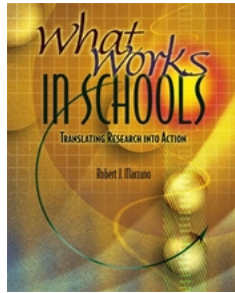
## Eleven Influences on Student Learning



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McRel

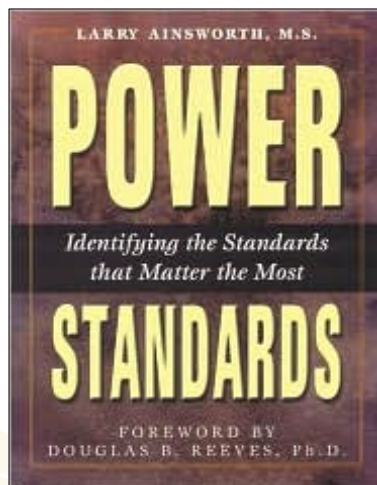




In his book, ***What Works in Schools***, Dr. Robert Marzano says. . .

synthesis of research data reveals that a guaranteed and viable curriculum is the school-level factor that has the MOST impact on student achievement... yet it is probably **the hardest to implement.**

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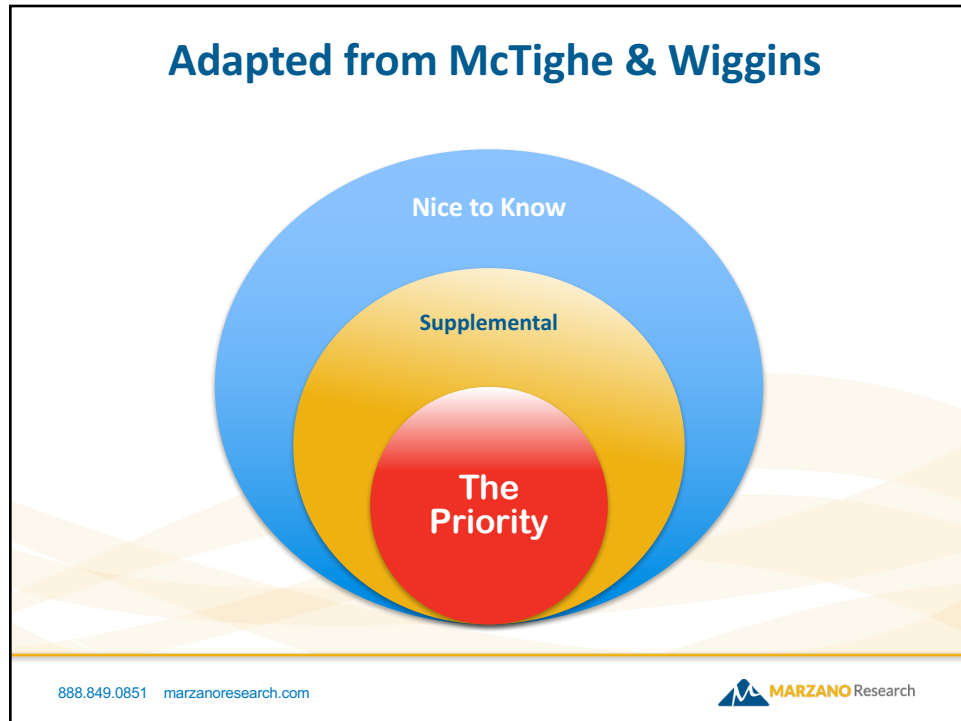


What is an Essential Question?

1. Essential questions reflect the **essential learning concepts** to be covered and investigated during a "unit of study." They are driven by the instructor asking, "***What should my students remember and be able to reflect on a year or more from now?***"
2. Essential questions become the driving reasons for the learning— **the chapter headings!**

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***Priority standards*** are those that have been identified as most essential to a particular grade level or content area, and therefore, mastery by all students is the goal.

***Supporting standards*** are those that have not been identified as most essential, but are still to be taught in a particular grade level or content area.

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## The process of prioritizing standards...

- 1) supports identifying learning targets and success criteria.
- 2) identifies content that receives primary instructional focus.
- 3) impacts assessment development, including common assessment.
- 4) informs the feedback provided to the learner.

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**The student will cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as inferences drawn from the text**

**Endurance?**

**Leverage?**

**Readiness?**

**Teacher Judgment?**

**Assessment Connected?**

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**The student will cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as inferences drawn from the text**

**Endurance X**

**Leverage X**

**Readiness X**

**Teacher Judgment X**

**Assessment Connected X**

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RIO VISTA ELEMENTARY ELA PRIORITY STANDARDS						
Standard	KIND	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
RL 1	X	X	X	X	X	X
RL 2	X	X			X	X
RL 3	X	X				X
RL 4				X	X	X
RL 5			X			
RL 6					X	X
RL 7	X					
RL 9			X	X	X	
RL 10						
RI 1	X	X	X	X	X	X
RI 2	X	X	X	X	X	X
RI 3		X		X	X	
RI 4		X		X	X	X
RI 5				X	X	
RI 6			X			
RI 7	X					X
RI 8						
RI 9			X	X	X	
RI 10						
RF 1	X (a, b, c)	X				
RF 2	X (c, d, e, f)	X				
RF 3	X	X (a, b, c)	X (a, b, c, d, e, f)	X	X	X
RF 4	X	X (a)	X (a, b, c)	X	X (a, c)	X (a)
W 1			X	X	X (a, b, c)	X
W 2	X	X		X	X (a, b, e)	X (a, b, e)
W 3		X	X			X (a)
W 4					X	X
W 5						
W 6						
W 7			X			
W 8				X	X	
W 9						
W 10						



### Priority Reading Standards 2017-2018

	K	1	2	3	4	5
RL1	P (SL 2, SL 3, RL 4)	S (all)	Big Umbrella (all)	P T2	P T2 (supported by 4.3, 4.4, 4.6)	P (RL 1) T1
RL2	P (RL 3)	S	P (RL 2.1, 2.6, 2.10) T2	S	P T2 (supported by 4.3, 4.4, 4.6, 4.8, 4.9, 4.10)	P (RL 5/7) T2
RL3	S	P (RL 2 / 7 / 6 / 9) (T1)	S	P T2	S (foundational 4.1 and 4.2)	P (RL 9) T3
RL4	S	S	S	S	S (foundational)	P T3
RL5	S	P (T1)	*P (RL 2.1, 2.3, 2.4, 2.6, 2.7, 2.10) T1	S	S (4.2)	S
RL6	S	S	S	P T2	S (4.1, 4.3)	P T2
RL7	P (RL 6)	S	S	S	S (4.2)	S
RL8						
RL9	P	S	P (RL 2.1, 2.10) T2	P T3	S (4.2)	S
RL10	S (all, SL 1, )	S (all)	S (all)	S (all)	S (foundational)	S (all)
	K	1	2	3	4	5
RI1	P (RI 4, SL 2, SL 3)	S (all)	Big Umbrella (all)	P T1	P T1 (supported by 4.3, 4.4, 4.6, 4.8)	P (RL 1) T1
RI2	P (RI 3, RI 8)	P (RI 7 / 8 / 3) (T2)	P (RI 2.1, 2.4, 2.6, 2.10) T1	P T1	P T2 (supported by 4.4, 4.5, 4.6)	P (RI 6) T2
RI3	S	S	S	S	S (foundational)	P (RI 5/6) T3
RI4	S	S	S	S (all)	S (foundational)	S
RI5	S	P (RI 5) (T2)	P (RI 2.1, 2.4, 2.7, 2.10) T1	S (RI 7)	P T1 (supported by 4.7, 4.8)	S
RI6	S	S	S	S	S (4.2)	S
RI7	P	S	S	P (RI 5 s) T1	P (supported by 4.3, 4.4)	S (all)

### GRADE 3 MATH STANDARDS/PACING GUIDE

	1 <sup>st</sup> Trimester		2 <sup>nd</sup> Trimester		3 <sup>rd</sup> Trimester	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Place Value, Time, Addition, Subtraction, Capacity	Multiplication and Division	Multiplication and Division	Area, Perimeter, and Quadrilaterals	Representing and Comparing Fractions	Problem Solving
<b>Priority Standards</b>	3.NBT.2 3.MD.1	3.OA.1 3.OA.2	3.NBT.3 3.OA.3 3.OA.4 3.OA.7	3.MD.5 3.MD.6 3.MD.7 3.MD.8 3.G.1	3.G.2 3.NF.1 3.NF.2 3.NF.3	3.OA.8
<b>Supporting Standards</b>	3.NBT.1 3.MD.2	3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8	3.OA.1 3.OA.2 3.OA.5 3.OA.6 3.OA.8 3.OA.9 3.MD.3		3.MD.4	3.NBT.1 3.NBT.2 3.NBT.3  3.OA.1 3.OA.2 3.OA.4 3.OA.5 3.OA.6 3.OA.8 3.OA.9  3.NF.1

### Mathematics Priority Standards

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Algebra
K.CC.1	1.OA.1	2.OA.1	3.OA.1	4.OA.1	5.OA.2	6.RP.3	7.RP.2	8.NS.2	N-Q.1
K.CC.2	1.OA.3	2.OA.2	3.OA.2	4.OA.2	5.OA.3	6.NS.2	7.RP.3	8.EE.1	N-Q.2
K.CC.4	1.OA.5	2.OA.4	3.OA.3	4.OA.3	5.NBT.1	6.NS.3	7.NS.1	8.EE.2	A-SSE.1
K.CC.5	1.OA.6	2.NBT.1	3.OA.7	4.NBT.1	5.NBT.2	6.NS.4	7.NS.2	8.EE.5	A-SSE.2
K.CC.6	1.OA.7	2.NBT.2	3.OA.8	4.NBT.2	5.NBT.4	6.NS.5	7.NS.3	8.EE.7	A-SEE.3
K.CC.7	1.NBT.1	2.NBT.3	3.NBT.1	4.NBT.3	5.NBT.5	6.NS.6	7.EE.2	8.EE.8	A-APR.1
K.OA.1	1.NBT.2	2.NBT.5	3.NBT.2	4.NBT.5	5.NBT.6	6.NS.7	7.EE.3	8.F.1	A-CED.2
K.OA.2	1.MD.2	2.NBT.7	3.NF.1	4.NBT.6	5.NBT.7	6.NS.8	7.EE.4	8.F.3	A-CED.3
K.OA.5	1.MD.3	2.NBT.8	3.NF.3	4.NF.1	5.NF.1	6.EE.1	7.G.1	8.F.4	A-CED.4
K.NBT.1	1.MD.4	2.MD.1	3.MD.1	4.NF.2	5.NF.2	6.EE.2	7.G.6	8.G.1	A-REI.1
K.G.1	1.G.1	2.MD.5	3.MD.3	4.NF.3	5.NF.3	6.EE.4	7.SP.2	8.G.2	A-REI.3
K.G.2	1.G.3	2.MD.7	3.MD.4	4.NF.6	5.NF.4	6.EE.5	7.SP.4	8.G.5	A-REI.5
		2.MD.8	3.MD.5	4.NF.7	5.NF.6	6.EE.6	7.SP.5	8.G.7	A-REI.6
		2.G.1	3.G.1	4.MD.1	5.MD.1	6.EE.7	7.SP.6	8.G.8	A-REI.10
		2.G.3	3.G.2	4.MD.2	5.MD.2	6.EE.9		8.SP.1	A-REI.12
				4.MD.3	5.MD.3	6.G.1		8.SP.2	F-IF.1
				4.MD.5	5.MD.4	6.G.2		8.SP.3	F-IF.2
				4.MD.6	5.MD.5	6.G.3			F-IF.5
				4.MD.7	5.G.1	6.SP.3			F-IF.6
				4.G.1	5.G.2	6.SP.4			S-ID.1
				4.G.3		6.SP.5			S-ID.7

8<sup>th</sup> Grade US History

Unit 1: Critical Period and Constitutional Convention

Duration: 6 weeks

Stage 1 Desired Results	
<b>ESTABLISHED GOALS</b> 8.1.3: Explain the <b>historical development of the United States Constitution</b> and treaties and how they have shaped the <b>United States</b> and Wyoming Government. 8.1.5: Describe the structures of the <b>United States</b> and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments). 8.4.4: Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).  <b>Supporting Standards:</b> Addressed in the unit but not comprehensively assessed in the unit.  8.4.1: Describe how historical events impact the future (cause and effect) and how change spreads to other places. 8.6.1: Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.	<b>Transfer</b> <i>Students will be able to independently use their learning to...</i> T1: Identify and explain cause and effect relationships. [8.1.3] T2: Understand that events and issues are viewed from multiple perspectives [8.4.4]
	<b>Meaning</b> <b>UNDERSTANDINGS</b> <i>Students will understand that...</i> U1: Past events/decisions impact current and future decisions and actions. [8.1.3, 8.4.4] U2: The US Constitution was influenced by colonial experience and compromise was necessary to create it. [8.1.3, 8.4.4] U3: The Constitution has statements to protect individual rights. [8.1.3] U4: There are many ways to interpret the various parts of the Constitution. [8.4.4]
	<b>ESSENTIAL QUESTIONS</b> EQ1: Why do we have to learn about history? [8.1.3, 8.4.4] EQ2: Why does the Constitution include what it does? [8.1.3] EQ3: Is the Constitution still a meaningful document? [8.4.4]
	<b>Acquisition</b> <i>Students will know...</i> K1: how power was divided in the Articles of Confederation (AOC) and is divided in the US Constitution. [8.1.3, 8.1.5] K2: weaknesses of the AOC and how these weaknesses led to conflicts. [8.1.3] K3: how the question of slavery was dealt with in the Constitution. [8.1.3, 8.4.4] K4: significant groups and their rationale for supporting or not supporting ratification of the Constitution. [8.4.4] K5: significant individuals/groups and places related to American government and the writing of the Constitution. [8.4.4] K6: the basic structures/parts of the Constitution and be able to describe them. [8.1.5] K7: important content related vocabulary for the unit of study. [8.1.3, 8.1.5, 8.4.4, 8.4.1, 8.6.1]
<i>Students will be skilled at...</i> S1: describing how the Constitution is structured. [8.1.5] S2: identifying interactions among individuals and groups. [8.4.4] S3: identifying and explaining cause and effect relationships. [8.1.3, 8.4.1] S4: evaluating a graph to answer related questions. [8.6.1]	



**How does prioritizing standards (topics) benefit teachers? students?**

**To what degree do you have clarity about which standards are more important than others?**

**What impact does (should) this process have on classroom practice?**

## 1) PRIORITY STANDARD

### 4.NF.2

Compare two fractions with different numerators and different denominators using  $<$ ,  $>$ , and  $=$ , and justify the comparison

**HANDOUT PAGE 16**



## Day #1 Learning Outcomes...

- Gain an awareness of the research regarding classroom assessment.
- Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.
- Learn essential practices for classroom assessment:
  - ✓ Identify priority standards for informing classroom assessment development.
  - ✓ **Provide clear understanding of standards, learning goals, and learning targets** through proficiency scale development.
  - ✓ Provide instruction that focuses on the priority standard.
  - ✓ Provide frequent and meaningful feedback.
  - ✓ Provide opportunities for students to set goals, reflect on learning, and track their own progress.

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**HANDOUT PAGE 2**

## HANDOUT PAGE 7

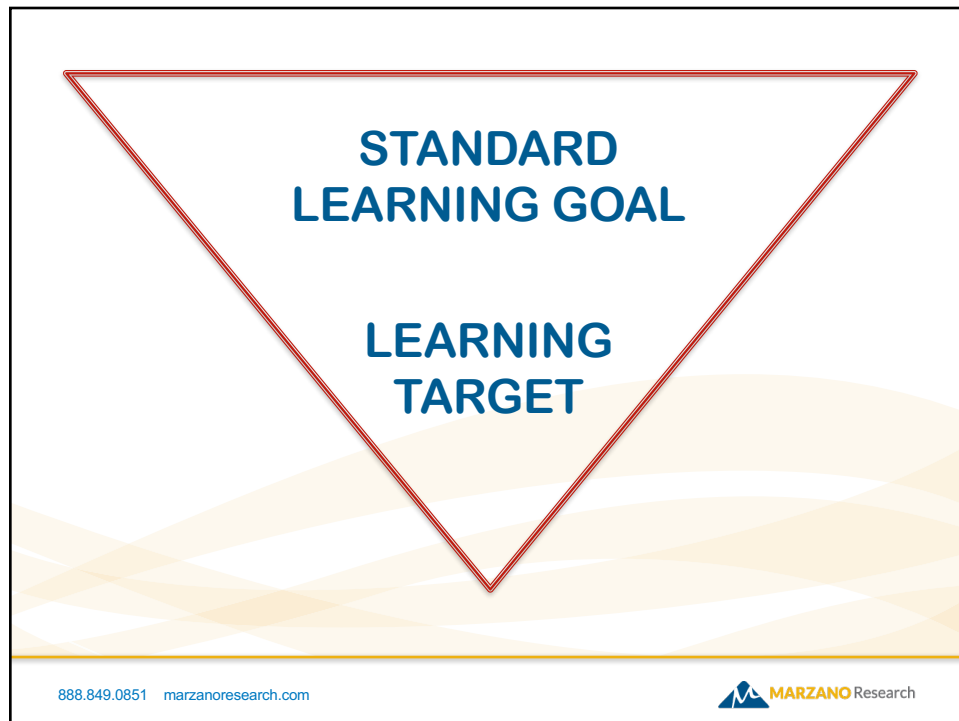


STANDARD	LEARNING GOAL	LEARNING TARGET
The student will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	The student will summarize a text distinct from personal opinions or judgments.	The student will recognize or recall specific vocabulary, such as: central idea, detail, summarize, support, text, theme.

STANDARD	LEARNING GOAL	LEARNING TARGET

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7



**How well will students  
understand this standard?**

**The learner will build background  
knowledge and activate prior  
knowledge to identify text-to-self, text-  
to-text, and text-to-world connections  
before, during, and after reading.**

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## **How well will students understand this standard?**

**The learner will read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation.**

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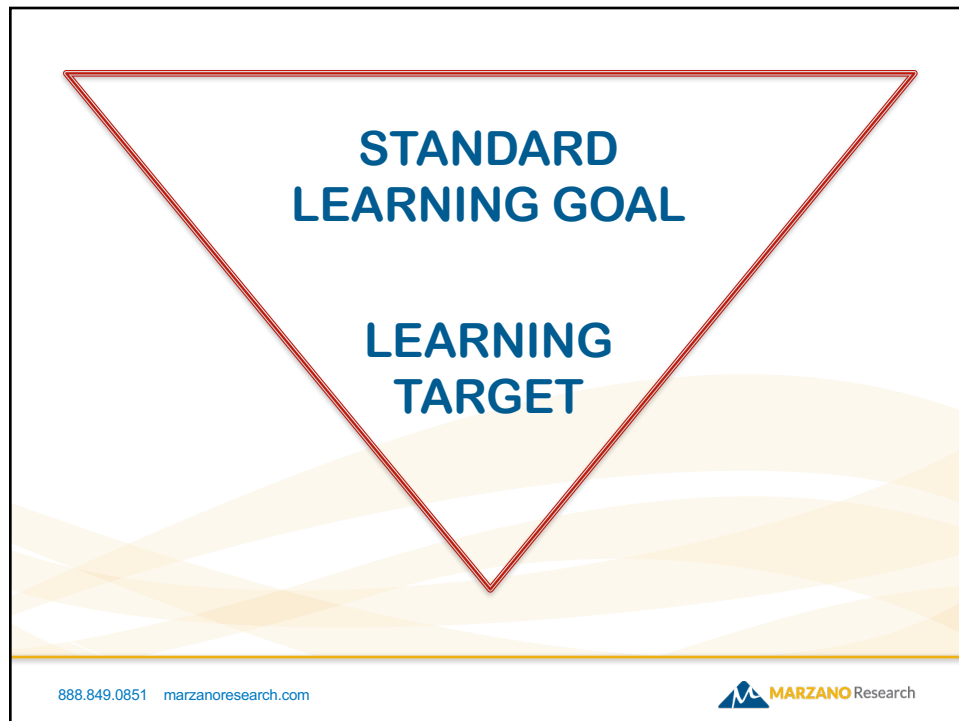


## **How well will students understand this standard?**

**The learner will describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media).**

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**A standard, a learning goal, and a learning target are all statements of intended knowledge gain...**



**What is the difference among the three?**

**The student will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

**STANDARD**  
**LEARNING GOAL**

**LEARNING  
TARGET**

## Unidimensionality...



When a statement of intended knowledge gain refers to **one dimension** (idea).

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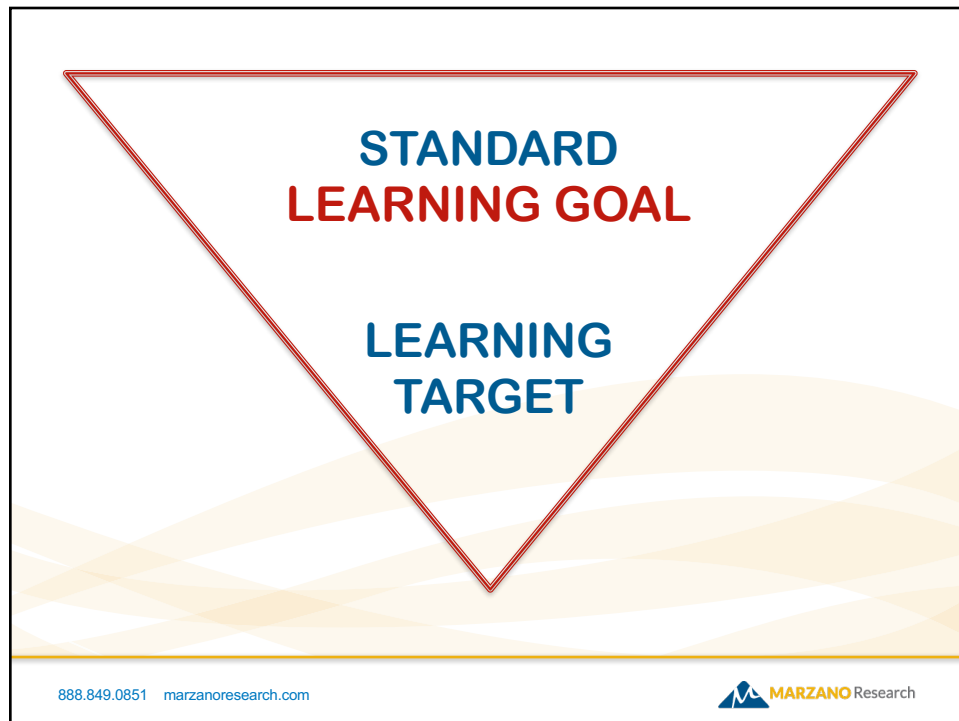
The student will determine a theme or central idea of a text.

The student will describe how a theme or central idea is conveyed through particular details in the text.

The student will provide a summary of the text distinct from personal opinions or judgments.

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**The student will determine a theme or central idea of a text.**

Recognize or recall specific terminology, such as: central idea, detail, summarize, support, text, theme.


**The student will describe how a theme or central idea is conveyed through particular details in the text.**

Identify details that support the theme or central idea of a text.

**The student will provide a summary of the text distinct from personal opinions or judgments.**

Summarize a text using a teacher-provided graphic organizer.

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### THEME AND CENTRAL IDEA

- I can recognize key vocabulary terms, such as: central idea, detail, summarize, support, text, theme.
- I can determine a theme or central idea of a text.
- I can identify details that support the theme or central idea of a text.
- I can describe how a theme or central idea is conveyed through particular details in the text.
- I can summarize a text using a teacher-provided graphic organizer.
- I can provide a summary of the text distinct from personal opinions or judgments.


**THEME AND CENTRAL IDEA**

- I can recognize key vocabulary terms, such as: central idea, detail, summarize, support, text, theme.
- I can determine a theme or central idea of a text.
- I can describe how a theme or central idea is conveyed through particular details in the text.
- I can summarize a text using a teacher-provided graphic organizer.
- I can provide a summary of the text distinct from personal opinions or judgments.

*Today's Agenda*

- I can identify details that support the theme or central idea of a text.

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*Today's Agenda*

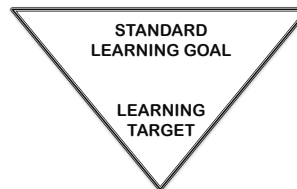
- I can identify details that support the theme or central idea of a text.

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# HANDOUT PAGE 7



STANDARD	LEARNING GOAL	LEARNING TARGET
The student will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	The student will summarize a text distinct from personal opinions or judgments.	The student will recognize or recall specific vocabulary, such as: central idea, detail, summarize, support, text, theme.

STANDARD	LEARNING GOAL	LEARNING TARGET

## RL.2.3

**The student will describe how characters in a story respond to major events and challenges.**

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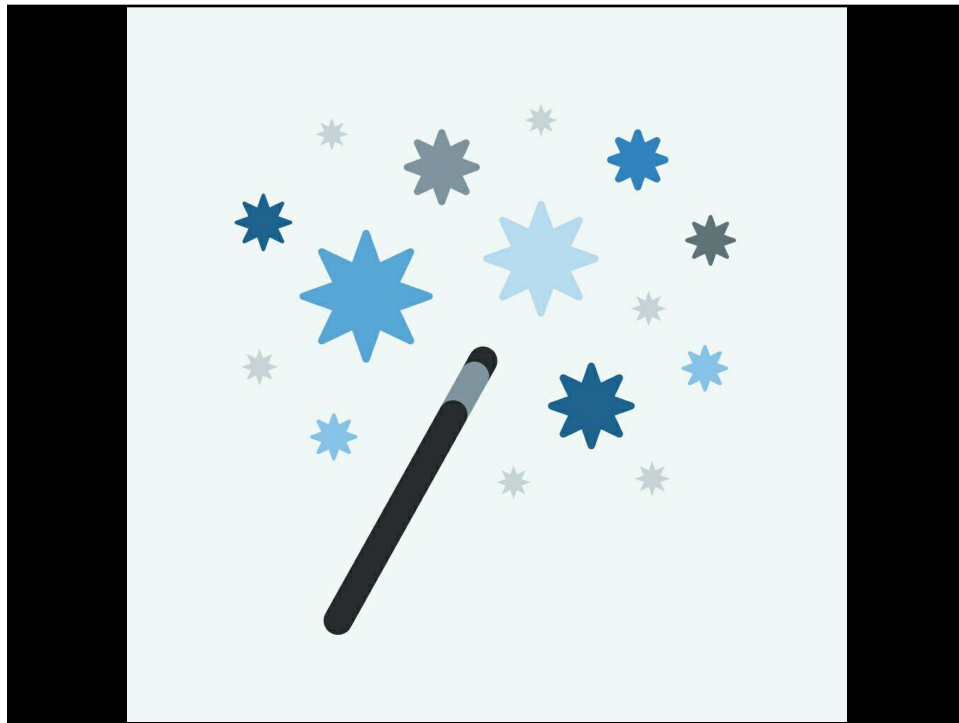
## RL.2.3

**The student will describe how characters in a story respond to major events and challenges.**

- Recognize or recall specific vocabulary, such as: challenges, character, events
- Describe the characters in a story.
- Describe the events and/or challenges in a story.

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## HANDOUT PAGE 8

### Scale Example

THEME/CENTRAL IDEA	
Score 4.0	<p>The student will (for example):</p> <ul style="list-style-type: none"> <li>Analyze multiple texts with different themes.</li> <li>Explain how he/she has experienced the theme of a text.</li> </ul>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Describe a theme or central idea of a text.</li> <li>Summarize a grade-appropriate text.</li> </ul>
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Recognize or recall specific terminology, such as: central idea, detail, summarize, support, text, theme.</li> <li>Determine a theme or central idea of a text from teacher-provided options</li> <li>Identify details that support the theme or central idea of a text.</li> <li>Summarize a text using a teacher-provided graphic organizer.</li> </ul>

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8

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## Day #1 Learning Outcomes...

- Gain an awareness of the research regarding classroom assessment.
- Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.
- Learn essential practices for classroom assessment:
  - ✓ Identify priority standards for informing classroom assessment development.
  - ✓ Provide clear understanding of standards, learning goals, and learning targets **through proficiency scale development.**
  - ✓ Provide instruction that focuses on the priority standard.
  - ✓ Provide frequent and meaningful feedback.
  - ✓ Provide opportunities for students to set goals, reflect on learning, and track their own progress.

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**HANDOUT PAGE 2**



***The foundation  
for a high-  
quality  
classroom  
assessment is...***

**a high-quality proficiency scale.**

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Let's learn more  
about what  
proficiency scales  
are by previewing  
the proficiency  
scale on page 16...



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## 2) PROFICIENCY SCALE

<b>NUMBER AND QUANTITY</b> <b>Compare Fractions</b> <b>Grade 4</b>	
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>For example, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least</li> <li>For example, the student compares improper and/or mixed fractions with unlike denominators</li> </ul>
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>compares two fractions with different numerators and different denominators using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>justifies the comparison</li> </ul>
<b>Score 2.0</b>	<b>The student recognizes or recalls specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>compare, comparison, denominator, equivalent, fraction, generate, justify, numerator</li> </ul> <b>The student performs basic processes, such as:</b> <ul style="list-style-type: none"> <li>recognizes symbols, such as <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>recognizes and generates equivalent fractions</li> <li>compares two fractions with like denominators</li> </ul>
<b>Score 1.0</b>	<b>With help, the student demonstrates partial success at score 2.0 and score 3.0</b>

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A black speech bubble with a white outline, containing the word "WHAT?" in white, bold, sans-serif capital letters.

## **What** is a proficiency scale?

A tool that displays a collection of related statements of learning and scores for determining the current level of performance.

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A black speech bubble with a white outline, containing the word "WHAT?" in white, bold, sans-serif capital letters.

## **What** is a proficiency scale?

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## What is a proficiency scale?

A tool that **displays a collection of related statements of learning** and scores for determining the current level of performance.

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### The student will be able to:

Order three or more fractions with *unlike* denominators from least to greatest. **(complex content)**

Compare two fractions with *unlike* denominators. **(at the level of the standard)**

Compare two fractions with *like* denominators. **(simple content)**

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A black speech bubble with the word "WHAT?" in white, bold, sans-serif capital letters.

## **What** is a proficiency scale?

A tool that displays a collection of related statements of learning and **scores for determining the current level of performance.**

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### **The student will:**

**4** compare improper and/or mixed fractions with unlike denominators. **(complex content)**

**3** compare two fractions with different numerators and different denominators. **(at the level of the learning goal)**

**2** compare two fractions with like denominators. **(simple content)**

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## Proficiency Scale



HANDOUT PAGE 9


<b>4</b>	In addition to exhibiting level 3 performance, in-depth inferences and applications that go <b>BEYOND</b> what was taught in class
<b>3</b>	No major errors or omissions regarding any of the information and/or processes ( <b>SIMPLE OR COMPLEX</b> ) that were explicitly taught
<b>2</b>	No major errors or omissions regarding the <b>SIMPLER</b> details and processes <b>BUT</b> major errors or omissions regarding the more complex ideas and processes
<b>1</b>	With <b>HELP</b> , a partial knowledge of some of the simpler and complex details and processes
<b>0</b>	Even with help, no understanding or skill demonstrated

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## Proficiency Scale

<b>4</b>	In addition to exhibiting level 3 performance, in-depth inferences and applications that go <b>BEYOND</b> what was taught in class
 <b>3</b>	<b>No major errors or omissions regarding any of the information and/or processes (<b>SIMPLE OR COMPLEX</b>) that were explicitly taught</b>
 <b>2</b>	No major errors or omissions regarding the <b>SIMPLER</b> details and processes <b>BUT</b> major errors or omissions regarding the more complex ideas and processes
<b>1</b>	With <b>HELP</b> , a partial knowledge of some of the simpler and complex details and processes
<b>0</b>	Even with help, no understanding or skill demonstrated

<b>NUMBER AND QUANTITY</b> <b>Compare Fractions</b> Grade 4	
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>For example, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least</li> <li>For example, the student compares improper and/or mixed fractions with unlike denominators</li> </ul>
Learning Goal 	<b>The student:</b> <ul style="list-style-type: none"> <li>compares two fractions with different numerators and different denominators using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>justifies the comparison</li> </ul>
	<b>The student recognizes or recalls specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>compare, comparison, denominator, equivalent, fraction, generate, justify, numerator</li> </ul> <b>The student performs basic processes, such as:</b> <ul style="list-style-type: none"> <li>recognizes symbols, such as <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>recognizes and generates equivalent fractions</li> <li>compares two fractions with like denominators</li> </ul>
<b>Score 1.0</b>	With help, the student demonstrates partial success at score 2.0 and score 3.0

<b>Proficiency Scale</b>	
<b>4</b>	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
<b>3</b>	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
<b>2</b>	No major errors or omissions regarding the processes BUT <b>Vocabulary</b> and omissions regarding complex ideas and processes
<b>1</b>	With HELP, a partial knowledge of some of the simpler and complex details and processes
<b>0</b>	Even with help, no understanding or skill demonstrated



<b>NUMBER AND QUANTITY</b> <b>Compare Fractions</b> Grade 4	
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>For example, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least</li> <li>For example, the student compares improper and/or mixed fractions with unlike denominators</li> </ul>
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>compares two fractions with different numerators and different denominators using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>justifies the comparison</li> </ul>
<b>Score 2.0</b>	<b>The student recognizes or recalls specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>compare, comparison, denominator, equivalent, fraction, generate, justify, numerator</li> <li>recognizes symbols, such as <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>recognizes and generates equivalent fractions</li> <li>compares two fractions with like denominators</li> </ul>
<b>Score 1.0</b>	<b>With help, the student demonstrates partial success at score 2.0 and score 3.0</b>







<b>NUMBER AND QUANTITY</b> <b>Compare Fractions</b> Grade 4	
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>For example, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least</li> <li>For example, the student compares improper and/or mixed fractions with unlike denominators</li> </ul>
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>compares two fractions with different numerators and different denominators using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>justifies the comparison</li> </ul>
<b>Score 2.0</b>	<b>The student recognizes or recalls specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>compare, comparison, denominator, equivalent, fraction, generate, justify, numerator</li> </ul> <b>The student performs basic processes, such as:</b> <ul style="list-style-type: none"> <li>recognizes symbols, such as <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>recognizes and generates equivalent fractions</li> <li>compares two fractions with like denominators</li> </ul>
<b>Score 1.0</b>	<b>With help, the student demonstrates partial success at score 2.0 and score 3.0</b>

## Proficiency Scale

<b>4</b>	In addition to exhibiting level 3 performance, in details and processes and applications that go <b>BEYOND</b> what was taught in class
<b>3</b>	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
<b>2</b>	No major errors or omissions regarding the <b>SIMPLER</b> details and processes <b>BUT</b> major errors or omissions regarding the more complex ideas and processes
<b>1</b>	With <b>HELP</b> , a partial knowledge of some of the simpler and complex details and processes
<b>0</b>	Even with help, no understanding or skill demonstrated

Name Asher Date Kindergarten

### You Can Draw a Snowman!

1 	2 	3 
4 	5 	6 



<b>NUMBER AND QUANTITY</b> <b>Compare Fractions</b>	
<b>Score 4.0</b>	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>For example, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least</li> <li>For example, the student compares improper and/or mixed fractions with unlike denominators</li> </ul>
<b>Score 3.0</b>	<ul style="list-style-type: none"> <li>compares two fractions with different numerators and different denominators using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>justifies the comparison</li> </ul>
<b>Score 2.0</b>	<p><b>The student recognizes or recalls specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>compare, comparison, denominator, equivalent, fraction, generate, justify, numerator</li> </ul> <p><b>The student performs basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>recognizes symbols, such as <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>recognizes and generates equivalent fractions</li> <li>compares two fractions with like denominators</li> </ul>
<b>Score 1.0</b>	<p><b>With help, the student demonstrates partial success at score 2.0 and score 3.0</b></p>

## Proficiency Scale

<b>4</b>	In addition to exhibiting level 3 performance, in-depth inferences and applications that go <b>BEYOND</b> what was taught in class
<b>3</b>	No major errors or omissions regarding any of the information and/or processes ( <b>SIMPLE OR COMPLEX</b> ) that were explicitly taught
<b>2</b>	No major errors or omissions regarding the <b>SIMPLER</b> details and processes <b>BUT</b> major errors or omissions regarding the more complex ideas and processes
<b>1</b>	<b>With HELP, a partial knowledge of some of the simpler and complex details and processes</b>
<b>0</b>	Even with help, no understanding or skill demonstrated

## Proficiency Scale

HANDOUT PAGE 9

<b>4</b>	In addition to exhibiting level 3 performance, in-depth inferences and applications that go <b>BEYOND</b> what was taught in class
<b>3</b>	No major errors or omissions regarding any of the information and/or processes ( <b>SIMPLE OR COMPLEX</b> ) that were explicitly taught
<b>2</b>	No major errors or omissions regarding the <b>SIMPLER</b> details and processes <b>BUT</b> major errors or omissions regarding the more complex ideas and processes
<b>1</b>	<b>With HELP, a partial knowledge of some of the simpler and complex details and processes</b>
<b>0</b>	Even with help, no understanding or skill demonstrated



# HANDOUT PAGE 10

## Scale Practice Template

<p><b>Score 4.0 – more complex</b>                      Demonstrations of learning that go above and beyond what was explicitly taught</p> <p><i>The student will:</i></p>
<p><b>Score 3.0 – the learning goal(s) or expectation(s) for all</b></p> <p><i>The student will:</i></p>
<p><b>Score 2.0 – the simpler stuff</b>                      Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p><i>The student will:</i></p>
<p><b>Score 1.0</b>                      With help, the student can perform Score 2.0 and 3.0 expectations</p>
<p><b>Score 0.0</b>                      Even with help, the student cannot perform expectations</p>

# Let's practice

The student will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

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## Topic: Word Problems with Money

Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Write, solve, and share a multi-step word problem involving dollar bills, quarters, dimes, nickels, and pennies.</li> </ul>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.</li> </ul>
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Recognize or recall specific terminology, such as: all together, coin, decimal, remaining, value</li> <li>• Use \$ and ¢ symbols appropriately.</li> <li>• Identify coin values (quarter, dime, nickel, penny).</li> <li>• Add or subtract different coins to determine a total amount of money or money remaining.</li> </ul>

## Day #1 Learning Outcomes...

- Gain an awareness of the research regarding classroom assessment.
- Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.
- Learn essential practices for classroom assessment:
  - ✓ Identify priority standards for informing classroom assessment development.
  - ✓ Provide clear understanding of standards, learning goals, and learning targets through proficiency scale development.
  - ✓ **Provide instruction that focuses on the priority standard.**
  - ✓ **Provide frequent and meaningful feedback.**
  - ✓ **Provide opportunities for students to set goals, reflect on learning, and track their own progress.**

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**HANDOUT PAGE 2**

## HANDOUT PAGE 11

<p><b>Important Idea #1...</b></p> <p>Proficiency scales provide clear focus for instruction to essential learning goals.</p> 	<p>Notes:</p>
<p><b>Important Idea #2...</b></p> <p>Proficiency scales serve as the framework for a high-quality classroom assessment.</p> 	
<p><b>Important Idea #3...</b></p> <p>Proficiency scales ensure alignment of curriculum, instruction, assessment, and feedback.</p> 	

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11

## An important idea...

Proficiency scales provide clear focus for instruction to learning goals.



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**HANDOUT PAGE 11**



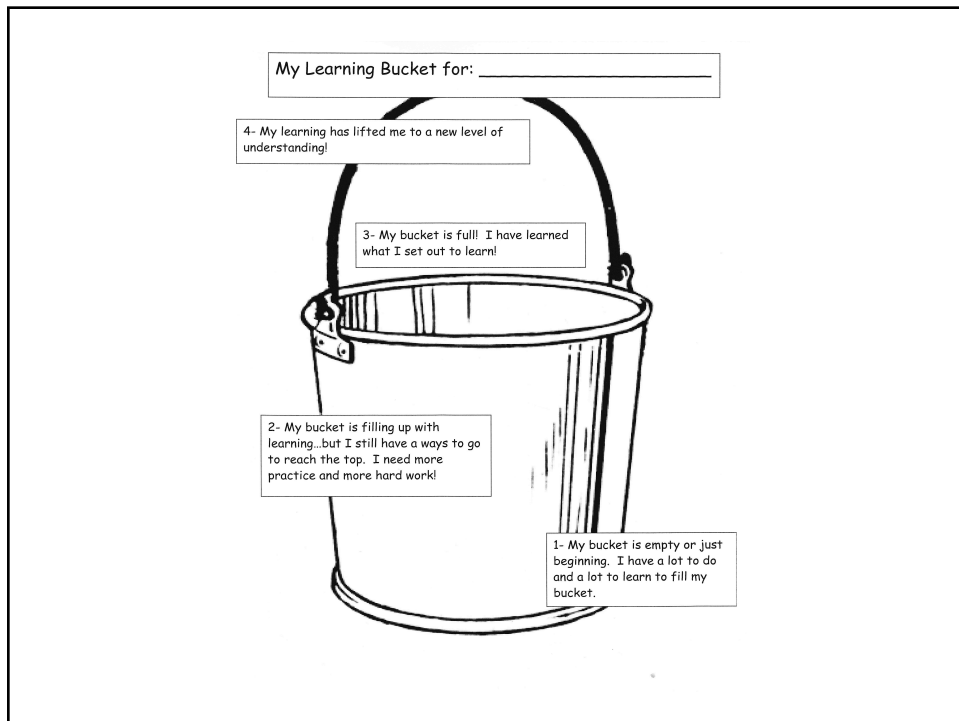
**It is critical that we use scales frequently with our learners to ensure that they understand what they need to know and be able to do.**

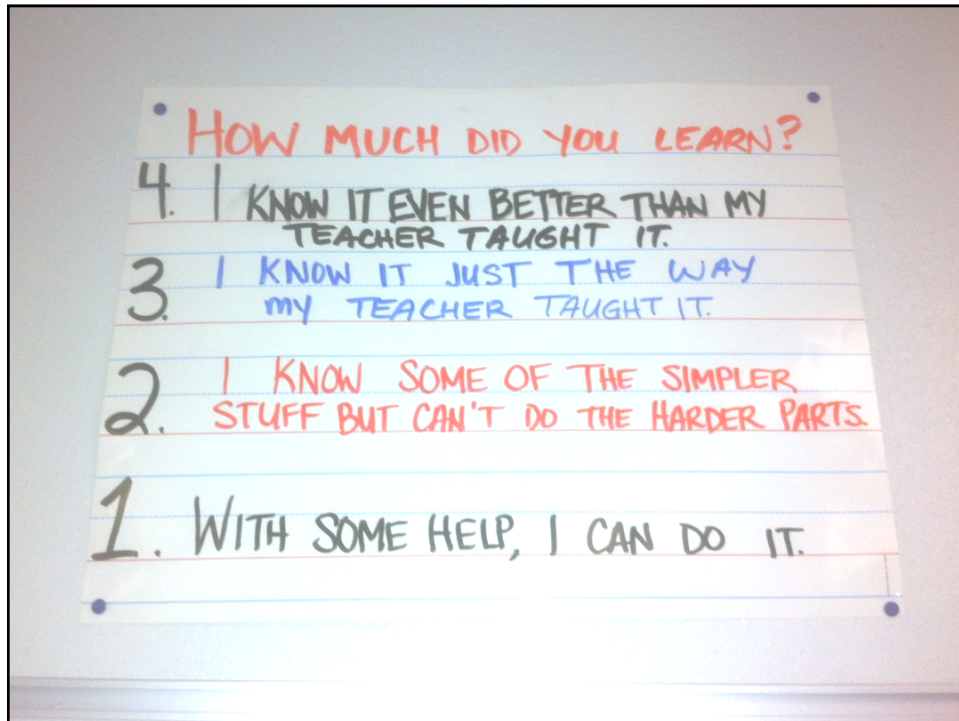
***How do we teach our students about proficiency scales?***


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NUMBER AND QUANTITY		
Place Value		
Grade 2		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<b>The student will:</b> <ul style="list-style-type: none"> <li>read and write numbers within 1,000 using base-ten numerals, number names, and expanded form (2.NBT.3)</li> <li>compare two three-digit numbers based on the meanings of the hundreds, tens, and ones digits using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> (2.NBT.4)</li> </ul>	Sample Activities:
Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
Score 2.0	<b>The student will recognize or recall specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>base-ten numeral, compare, count, decompose, digit, expanded form, hundreds, number, number name, ones, skip count, tens</li> </ul> <b>The student will perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>recognize symbols, such as <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>decompose the three digits of a three-digit number into hundreds, tens, and ones (2.NBT.1)</li> <li>count within 1,000 (2.NBT.2)</li> <li>skip count by 5s, 10s, and 100s (2.NBT.2)</li> </ul>	Sample Activities:
Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success	

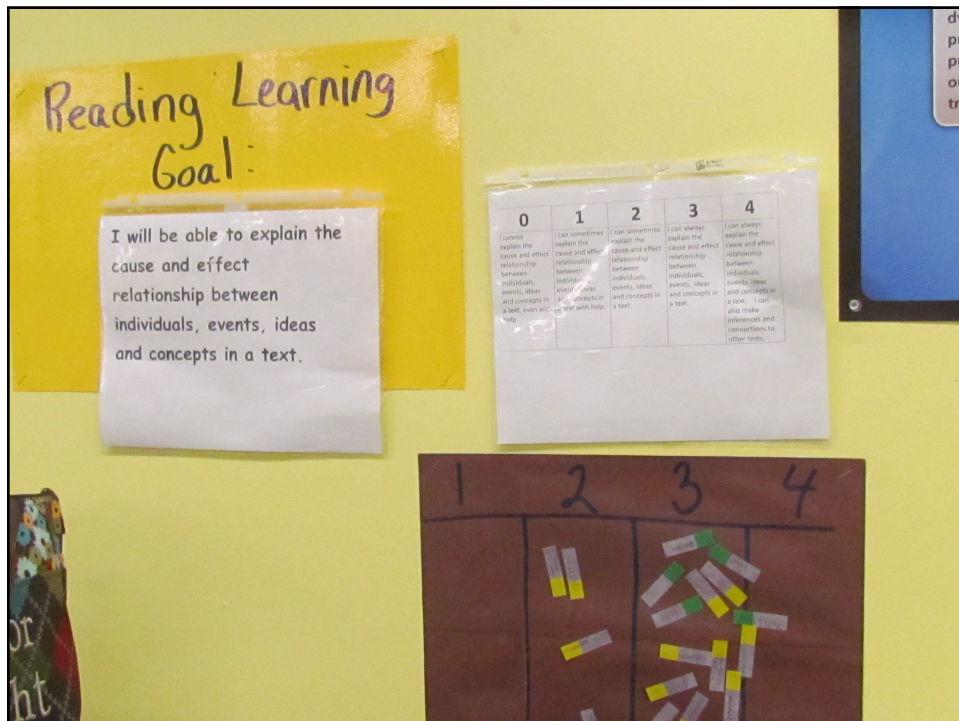
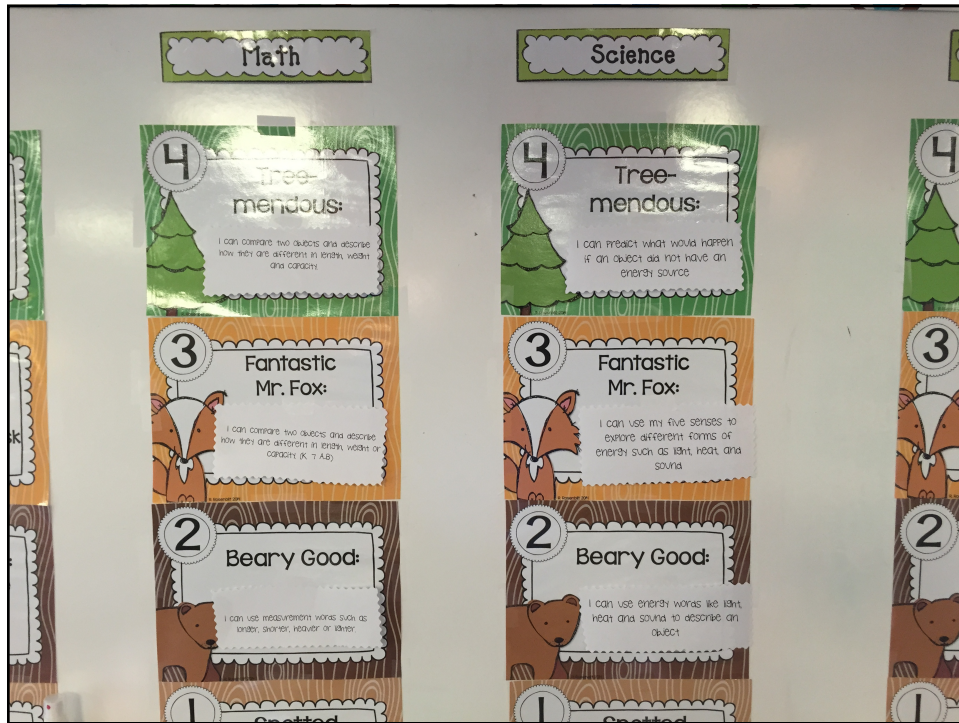




GRADE 5 SUMMARIZING SCALE	
Score 4.0	I can summarize and analyze narrative and informational beyond grade-level text.
Score 3.0	I can summarize and analyze narrative and informational grade-appropriate text.
Score 2.0	I can identify a main idea of a narrative or informational grade-appropriate text. I can identify details that support the main idea of a narrative or informational grade-appropriate text.  I can summarize a grade-appropriate text using a teacher-provided graphic organizer.
Score 1.0	With help from my teacher or someone else, I can summarize a narrative or informational text.

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Math

**Learning Goal:** I can solve multiplication & division fact problems by using strategies that result from applying number properties.

---

4: In addition to a 3, I can make in-depth inferences that go beyond what was taught.

---

3: I can use number properties as a strategy to help me solve multiplication & division fact problems.

---

2: I can model some multiplication & division problems by using number properties.

---

1: With help, I may be able to solve some multiplication and division problems by using number properties.

---

0: Even with help, I do not understand the number properties.



## Another important idea...

Proficiency scales serve as the framework for a high-quality classroom assessment.



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***The foundation  
for a high-  
quality  
classroom  
assessment is...***

**a high-quality proficiency scale.**

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**How about the students you support?  
What are their thoughts and perceptions  
about classroom assessment?**

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## 2) PROFICIENCY SCALE

<b>NUMBER AND QUANTITY</b> <b>Compare Fractions</b> Grade 4	
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>For example, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least</li> <li>For example, the student compares improper and/or mixed fractions with unlike denominators</li> </ul>
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>compares two fractions with different numerators and different denominators using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>justifies the comparison</li> </ul>
<b>Score 2.0</b>	<b>The student recognizes or recalls specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>compare, comparison, denominator, equivalent, fraction, generate, justify, numerator</li> </ul> <b>The student performs basic processes, such as:</b> <ul style="list-style-type: none"> <li>recognizes symbols, such as <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>recognizes and generates equivalent fractions</li> <li>compares two fractions with like denominators</li> </ul>
<b>Score 1.0</b>	With help, the student demonstrates partial success at score 2.0 and score 3.0

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### Three types of assessment items to measure the knowledge and skills defined...

- **Level 2 items:** Simpler details and processes that have been explicitly taught
- **Level 3 items:** Complex ideas and processes that have been explicitly taught
- **Level 4 items:** Inferences and applications that go beyond what was taught

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## Classroom assessment is...

**Anything** a teacher does to gather information about a student's knowledge or skill regarding a **specific topic**.

Marzano, R. (2010) *Formative Assessment and Standards-Based Grading*,  
Bloomington, IN, Marzano Research Laboratory

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### 3) ASSESSMENT

Name \_\_\_\_\_ Teacher \_\_\_\_\_

Compare two fractions with different numerators and different denominators using  $<$ ,  $>$ , and  $=$ , and justify the comparison

**Score 2.0** – Solve numbers 1-4. Write  $<$ ,  $>$ , or  $=$  for each pair of fractions.

1.  $\frac{2}{3}$   $\frac{2}{4}$

3.  $\frac{1}{8}$   $\frac{4}{8}$

2.  $\frac{6}{8}$   $\frac{7}{8}$

4.  $\frac{3}{6}$   $\frac{2}{6}$

**Score 3.0** – Solve numbers 5-8. Write  $<$ ,  $>$ , or  $=$  for each pair of fractions. Justify your answer with work, pictures, or words.

5.  $\frac{3}{4}$   $\frac{4}{5}$

7.  $\frac{5}{6}$   $\frac{7}{8}$

6.  $\frac{1}{2}$   $\frac{2}{3}$

8.  $\frac{2}{3}$   $\frac{4}{6}$

4.NF.2  
1

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18

### HANDOUT PAGES 18-19

**Score 4.0** – Solve the story problem below. Justify your answer with work, pictures, or words.

9. Cindy feeds her cats Fluffy, Mittens, and Spots each day. Fluffy eats  $2\frac{1}{2}$  cups of food each day. Mittens eats  $2\frac{1}{2}$  cups of food each day. Spots eats  $2\frac{1}{2}$  cups of food each day. Put the cats' names in order from least to greatest according to how much they eat each day.

\_\_\_\_\_

\_\_\_\_\_

4.NF.2  
1

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19

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### 3) ASSESSMENT

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Compare two fractions with different numerators and different denominators using  $<$ ,  $>$ , and  $=$ , and justify the comparison

**Score 2.0** – Solve numbers 1-4. Write  $<$ ,  $>$ , or  $=$  for each pair of fractions.

1.  $\frac{3}{4}$  \_\_\_\_\_  $\frac{2}{4}$

3.  $\frac{1}{8}$  \_\_\_\_\_  $\frac{4}{8}$

2.  $\frac{6}{8}$  \_\_\_\_\_  $\frac{7}{8}$

4.  $\frac{3}{6}$  \_\_\_\_\_  $\frac{2}{6}$

\_\_\_\_/4

**Score 3.0** – Solve numbers 5-8. Write  $<$ ,  $>$ , or  $=$  for each pair of fractions. Justify your answer with work, pictures, or words.

5.  $\frac{3}{4}$  \_\_\_\_\_  $\frac{4}{5}$

7.  $\frac{5}{6}$  \_\_\_\_\_  $\frac{7}{8}$

6.  $\frac{1}{3}$  \_\_\_\_\_  $\frac{2}{7}$

8.  $\frac{2}{3}$  \_\_\_\_\_  $\frac{4}{6}$

\_\_\_\_/8

4.NF.2

1

**Score 4.0** – Solve the story problem below. Justify your answer with work, pictures, or words.

9. Cindy feeds her cats Fluffy, Mittens, and Spots each day. Fluffy eats  $2\frac{1}{2}$  cups of food each day. Mittens eats  $2\frac{5}{6}$  cups of food each day. Spots eats  $2\frac{1}{4}$  cups of food each day. Put the cats' names in order from least to greatest according to how much they eat each day.

## ONE INDIVIDUAL STUDENT'S RESULTS

- **Score 2.0**
  - Student answered all the items/tasks correctly
- **Score 3.0**
  - Student answered a portion of the items/tasks correctly
- **Score 4.0**
  - Student did not answer any of the items/tasks correctly

**9/14 = 64%**

### 3) ASSESSMENT

Name \_\_\_\_\_

Teacher \_\_\_\_\_

**Compare two fractions with different numerators and different denominators using <, >, and =, and justify the comparison**

**Score 2.0** – Solve numbers 1-4. Write <, >, or = for each pair of fractions.

1.  $\frac{3}{4}$  \_\_\_\_\_  $\frac{2}{4}$

3.  $\frac{1}{8}$  \_\_\_\_\_  $\frac{4}{8}$

2.  $\frac{6}{8}$  \_\_\_\_\_  $\frac{7}{8}$

4.  $\frac{3}{6}$  \_\_\_\_\_  $\frac{2}{6}$

\_\_\_\_/4

**Score 3.0** – Solve numbers 5-8. Write <, >, or = for each pair of fractions. Justify your answer with work, pictures, or words.

## 2) PROFICIENCY SCALE

<b>NUMBER AND QUANTITY</b> <b>Compare Fractions</b> Grade 4	
<b>Score 4.0</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> <li>For example, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least</li> <li>For example, the student compares improper and/or mixed fractions with unlike denominators</li> </ul>
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>compares two fractions with different numerators and different denominators using &lt;, &gt;, and =</li> <li>justifies the comparison</li> </ul>
<b>Score 2.0</b>	<b>The student recognizes or recalls specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>compare, comparison, denominator, equivalent, fraction, generate, justify, numerator</li> </ul> <b>The student performs basic processes, such as:</b> <ul style="list-style-type: none"> <li>recognizes symbols, such as &lt;, &gt;, and =</li> <li>recognizes and generates equivalent fractions</li> <li>compares two fractions with like denominators</li> </ul>
<b>Score 1.0</b>	With help, the student demonstrates partial success at score 2.0 and score 3.0

**2.5****3) ASSESSMENT**

Name \_\_\_\_\_

Teacher \_\_\_\_\_

**Compare two fractions with different numerators and different denominators using <, >, and =, and justify the comparison**

**Score 2.0** – Solve numbers 1-4. Write <, >, or = for each pair of fractions.

1.  $\frac{3}{4}$  \_\_\_\_\_  $\frac{2}{4}$

3.  $\frac{1}{8}$  \_\_\_\_\_  $\frac{4}{8}$

2.  $\frac{6}{8}$  \_\_\_\_\_  $\frac{7}{8}$

4.  $\frac{3}{6}$  \_\_\_\_\_  $\frac{2}{6}$

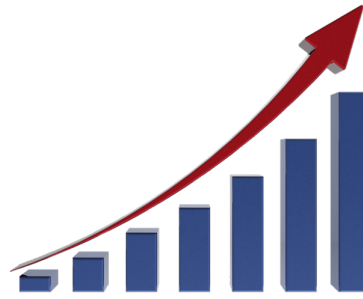
\_\_\_\_/4

**Score 3.0** – Solve numbers 5-8. Write <, >, or = for each pair of fractions. Justify your answer with work, pictures, or words.

**Determining a Score Level for the Standard**

Priority Standard(s)	Formative Score #1	Formative Score #2	Formative Score #3	Formative Score #4	Summative Score
Comparing Fractions (4.NF.2)	1.5	2.0	2.5	2.5	<b>2.5</b>

**Showing  
growth  
over  
time is  
the goal!**



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**A third important  
idea...**

Proficiency scales  
ensure alignment of  
curriculum,  
instruction,  
assessment, and  
**feedback.**



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## Have you ever received feedback like this?

Plastic Cover - 10

Ferdinand Magellan

Written Oral 85 - 75 = 10

Ferdinand Magellan was born in Sabrosa, Portugal in the spring of 1480. He was raised in the northern province of Minho. He was enrolled in the Royal School for Pages when he was 12 years old. He learned about mapmaking, astronomy, and celestial navigation. Magellan heard about how Bartholomeu Dias had rounded the bottom of Africa, and how Christopher Columbus reached some of the islands of the New World. He heard about Vasco da Gama sailed around Africa and crossed the Indian Ocean to India and the Spice Islands. These explorations caused Magellan to dream about the day when he would search for new places.

After a long process, Magellan finally got approval from King Charles to set out on his voyage. Five tall, square-rigged ships were built for the voyage. They were the San Antonio, the Victoria, the Concepcion, the Santiago, and the Trinidad.

At the last minute, Antonio Pigafetta joined the crew. He turned out to be a

## What are the attributes of effective feedback?

- Timely
- Specific and clear
- Corrective
- Fosters a growth mindset

## What are the attributes of effective feedback?

- Timely
- Specific and clear
- Corrective
- **Fosters a growth mindset**

## ONE INDIVIDUAL STUDENT'S RESULTS

- **Score 2.0**
  - Student answered all the items/tasks correctly
- **Score 3.0**
  - Student answered a portion of the items/tasks correctly
- **Score 4.0**
  - Student did not answer any of the items/tasks correctly

### 3) ASSESSMENT

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Compare two fractions with different numerators and different denominators using  $<$ ,  $>$ , and  $=$ , and justify the comparison

**Score 2.0** – Solve numbers 1-4. Write  $<$ ,  $>$ , or  $=$  for each pair of fractions.

1.  $\frac{3}{4}$  \_\_\_\_\_  $\frac{2}{4}$

3.  $\frac{1}{8}$  \_\_\_\_\_  $\frac{4}{8}$

2.  $\frac{6}{8}$  \_\_\_\_\_  $\frac{7}{8}$

4.  $\frac{3}{6}$  \_\_\_\_\_  $\frac{2}{6}$

**4/4**

**Score 3.0** – Solve numbers 5-8. Write  $<$ ,  $>$ , or  $=$  for each pair of fractions. Justify your answer with work, pictures, or words.

5.  $\frac{3}{4}$  \_\_\_\_\_  $\frac{4}{5}$

7.  $\frac{5}{6}$  \_\_\_\_\_  $\frac{7}{8}$

6.  $\frac{1}{3}$  \_\_\_\_\_  $\frac{2}{7}$

8.  $\frac{2}{3}$  \_\_\_\_\_  $\frac{4}{6}$

**5/8**

4.NF.2

1

[illegible]

9/14 = 64%

3) ASSESSMENT

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Compare two fractions with different numerators and different denominators using <, >, and =, and justify the comparison

Score 2.0 – Solve numbers 1-4. Write <, >, or = for each pair of fractions.

1.      $\frac{3}{4}$      $\frac{2}{4}$

2.      $\frac{6}{8}$      $\frac{7}{8}$

3.      $\frac{1}{8}$      $\frac{4}{8}$

4.      $\frac{3}{6}$      $\frac{2}{6}$

\_\_\_\_/4

Score 3.0 – Solve numbers 5-8. Write <, >, or = for each pair of fractions. Justify your answer with work, pictures, or words.

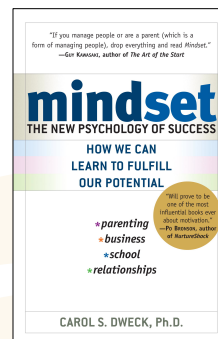
## 2) PROFICIENCY SCALE

<b>NUMBER AND QUANTITY</b> <b>Compare Fractions</b> Grade 4	
<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• <i>For example</i>, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least</li> <li>• <i>For example</i>, the student compares improper and/or mixed fractions with unlike denominators</li> </ul>
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>• compares two fractions with different numerators and different denominators using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>• justifies the comparison</li> </ul>
<b>Score 2.0</b>	<b>The student recognizes or recalls specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>• compare, comparison, denominator, equivalent, fraction, generate, justify, numerator</li> </ul> <b>The student performs basic processes, such as:</b> <ul style="list-style-type: none"> <li>• recognizes symbols, such as <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>• recognizes and generates equivalent fractions</li> <li>• compares two fractions with like denominators</li> </ul>
<b>Score 1.0</b>	<b>With help, the student demonstrates partial success at score 2.0 and score 3.0</b>

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## Dweck, Mindset: The New Psychology of Success, 2007



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**HANDOUT  
PAGE 36**

Session Reflection Sheet

+	▲
💡	?

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thanks for the great day!

**See you tomorrow morning at 8:00!**

**[jan.hoegh@marzanoresearch.com](mailto:jan.hoegh@marzanoresearch.com)**